

R E P O R T R E S U M E S

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GEORGIA STATE PLAN FOR COMMUNITY SERVICE AND CONTINUING
EDUCATION PROGRAMS UNDER TITLE I OF THE HIGHER EDUCATION ACT
OF 1965.

GEORGIA UNIV., ATHENS

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POLICY, CRITERIA, STATISTICAL DATA, FEDERAL AID,
UNIVERSITIES, GEORGIA, UNIVERSITY OF GEORGIA,

TITLE I OF THE HIGHER EDUCATION ACT OF 1965 CALLS FOR
STATE PLANS FOR COMPREHENSIVE, COORDINATED, AND STATEWIDE
SYSTEMS OF COMMUNITY SERVICE PROGRAMS. IN THE GEORGIA STATE
PLAN THE PROGRAM PURPOSES ARE OUTLINED, THE UNIVERSITY OF
GEORGIA IS DESIGNATED THE STATE AGENCY FOR PLAN
ADMINISTRATION (INCLUDING ALLOCATING FEDERAL FUNDS TO
PARTICIPATING INSTITUTIONS), AND A NETWORK OF AREA CONTINUING
EDUCATION CENTERS IS PROVIDED. EXCEPT IN SPECIAL CASES WHEN
PUBLIC SCHOOLS CAN BE APPROVED, INSTITUTIONS OF HIGHER
EDUCATION COMMITTED TO MAKING COMMUNITY SERVICE PROGRAMS
AVAILABLE TO THE POPULATION WITHIN COMMUTING DISTANCE AND
HAVING SUPPORTING STAFF AND FACILITIES WILL BE NAMED AREA
CENTERS. LOCAL CITIZENS WILL BECOME COMPETENT TO ASSUME
RESPONSIBLE ROLES IN COMMUNITY IMPROVEMENT THROUGH BASIC AND
SPECIALIZED CONTINUING EDUCATION PROGRAMS IN COMMUNITY
DEVELOPMENT. IN A SERIES OF WORK-STUDY PROGRAMS, LEADERS WILL
GAIN UNDERSTANDING OF RESEARCH THEORY AND METHOD AND
PRINCIPLES OF COMMUNITY ACTION, AND DEVELOP ABILITIES TO
STUDY IN DEPTH COMMUNITY NEEDS AND RESOURCES AND TO PLAN AND
IMPLEMENT COMMUNITY PROGRAMS. (DOCUMENT INCLUDES DETAILS OF
PROCEDURE, BUDGET, PROGRAM AND INSTITUTIONAL ELIGIBILITY, AND
LISTS OF OFFICIALS AND INSTITUTIONS.) (AJ)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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GEORGIA STATE PLAN

FOR COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS

UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965

AC001 425E

Georgia State Plan for Community Service and
Continuing Education Programs
under Title I of the Higher Education Act of 1965

Submitted by the State of Georgia in accordance with the
provisions of Title I of the Higher Education Act of 1965
(P.L. 89-329) and the Regulations promulgated thereunder
(45 C.F.R., Chapter I, Part 173).

Approved by University of Georgia
(Name of State Agency)

on _____
(Date)

University of Georgia
(Name of State Agency)

by _____
(Authorized Official)

To be completed by the Office of Education:

Date on which plan or amendment is effective: _____

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It is understood that the program described in the Georgia State Plan is subject to the requirements of Title VI of the Civil Rights Act of 1964 (P.L. 88-352, 78 Stat. 252, 42 U.S.C. Chapter 21) which provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

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INTRODUCTION

Title I of the Higher Education Act calls for a state plan which will "...set forth a comprehensive, coordinated, and statewide system of community service programs..." In accordance with this directive, the State Plan herewith submitted provides for:

Comprehensiveness by a stated rationale and purposes to guide the developing program which is broad enough in scope to include program activities dealing with the diversity of needs and problems faced by people living in communities, and yet is sufficiently detailed to give guidance and direction to program planning.

Coordination by the designation of a single State agency for administration of the Plan, assisted by a representative State Advisory Council. Further coordination is achieved through a state agency institutional advisory committee composed of representatives from the related schools, colleges, and divisions; and a representative council from the participating institutions.

Statewide system by the selection and designation of qualified institutions as AREA COMMUNITY CONTINUING EDUCATION CENTERS. These centers will be selected as nearly as possible to provide both geographic and population coverage of the state.

It is proposed that the program would be known as the "Georgia Community Continuing Education Program," and that its organization name shall be "The Georgia Community Continuing Education Service."

1.0 SUBMISSION OF STATE PLAN

The State of Georgia, through the University of Georgia, hereby submits to the U.S. Commissioner of Education for approval its State plan for participation in the grant program authorized by Title I of the Higher Education Act of 1965, Community Service and Continuing Education Programs, (P. L. 89-329, approved November 8, 1965).

2.0 ADMINISTRATIVE INFORMATION

The name and address of the State agency for the administration of the State plan is the University of Georgia, Athens, Georgia.

This agency will be the sole agency responsible for the administration of the plan.

This agency has consulted with the State advisory council with respect to policy matters arising in the development of this State plan and will consult with the advisory council on policy matters arising in the administration of the plan and the development and administration of any amendments thereto.

The State agency will notify the Commissioner within 15 days of changes in the composition of the State agency and the State advisory council affecting their special qualifications with respect to solving community problems or their being broadly representative of institutions of higher education in the State, public and private, which are competent to offer community service programs.

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3.0 POLICIES AND PROCEDURES FOR SELECTION OF COMMUNITY PROBLEMS

3.1 The policies and procedures to be followed by the State agency in selecting those community problem(s) or specific aspects thereof for the solution of which Federal funds allotted will be used are:

3.1.1 The general policy guiding selection of community problems is to involve in the process widespread representation by competent and knowledgeable persons from groups, organizations, and interests concerned both with community problems and the use of educational programs in their solution. These would include:

- (a) Institutions of higher education
- (b) Relevant state and local governmental agencies and departments
- (c) Relevant state and local civic and volunteer organizations and associations
- (d) Outstanding state and local citizens who have demonstrated their leadership by previous distinguished service in dealing with community problems, whether or not they are currently affiliated with institutions, agencies, and organizations listed in (a), (b), and (c) preceding.

3.1.2 A related policy is to make use in the selection process of relevant data, studies, and research findings bearing on community problems.

3.1.3 A third policy is to identify and organize selected community problem areas in terms of priorities as a guide to the development

of specific program proposals and to the allocation of funds.

3.1.4 The stated ~~scope~~ and purposes of the program as contained in attached Addendum No. 1 will serve as a general value guide for the selection of community problems and for their organization into priorities.

3.2 The general methods and/or criteria to be used in making such selection(s) are:

3.2.1 The State agency will carry on a continuing program of community study and assessment of problems through its relevant colleges, departments and institutes. Judgments will be secured through officially designated consultants from each major college or department and through an institutional advisory committee. The names of the members of this committee and the University consultants to the program are contained in Addendum No. 2.

3.2.2 The judgments of the other institutions of higher education in the state, both public and private, will be sought through:

(a) Consultation with designated representatives of qualified participating institutions on a continuing basis.

(b) Attendance by designated representatives at semi-annual conferences, during which the selection of priority community problems will be a major item on the agenda.

(c) Program proposals submitted to the State agency.

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3.2.3 Local community participation in selection will be secured through:

(a) Continuing contacts throughout the year by a designated representative(s) of institutions of higher education throughout the state which have been selected as AREA COMMUNITY CONTINUING EDUCATION SERVICE CENTERS.

(b) Formal area conferences to which representatives of community leadership and organizations are invited. A major item on the agenda for these area conferences will be selection of community problems and determination of their priorities.

3.2.4 Participation of statewide leadership and organizations will be sought through:

(a) Contacts by members of the State agency staff and the State Advisory Council membership on a continuing basis throughout the year.

(b) Participation by representatives in a statewide conference held annually. Selection of community problems will be a major item on the agenda. As an aid to selection, available special studies by agency staff and summarized reports of area conferences will be used.

3.2.5 The final selection of community problems will be made by the State agency in consultation with the State Advisory Council after reviewing the findings of the area and statewide conferences.

Note: The policies and procedures for selection of community problems outlined in this section involve such a large number of people and

wide variety of groups that it will be impossible to use them as outlined for developing the program for use of Fiscal 1966 funds. The deadline for approval of the State Plan, including the program for the 1966 Fiscal Year, is June 30, 1966; and the amended program for Fiscal 1967 is due prior to September 1, 1966. These considerations require abbreviating the proposed procedures. Therefore, procedure for selection of community problems for which funds are requested for Fiscal 1966 are as follows:

*1. The University of Georgia Advisory Committee has made a tentative selection of community problems and identified priorities.

2. The selections made have been submitted to the State Advisory Council for review and for necessary revisions.

**3. All qualified institutions of higher education have been invited to attend a conference to review the selection of community problems and priorities^{and} have been invited to submit related program proposals. Adjustments in selected problems and priorities have been made in the light of the thinking of the conference group.

*This committee membership is composed of persons representing divisions and departments with a lengthy record of working with community leaders and organizations. Its judgment will be based, therefore, on direct experience with community leaders and problems. (See addendum No. 2)

**A list of qualified institutions invited to participate in the conference and eligible to make application for participation in the program is contained in addendum No. 3.

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4.0 POLICIES AND PROCEDURES FOR SELECTION OF INSTITUTIONS

4.1 The State agency will allocate funds only to such "institutions of higher education" as come within the definition of that term in Section 801(a) of the Act and Regulation §173.1(f).

4.2 The State agency agrees that it will not make any payments for any community service program which is provided by a school or department of divinity. However, any institution of higher education which has a school, branch, department, or other administrative unit which comes within the definition of "school or department of divinity" as set out in Regulation §173.1(h) will not be precluded from participation if the community service program is not offered by that school, branch, department, or administrative unit and, as in all other cases, the community service program is not related to sectarian instruction or religious worship.

4.3 Eligibility Requirements for Institutions to Participate under the State Plan as a "Qualified Institution."

Institutional participation in Community Continuing Education Service Programs may vary in type and degree from nominal endorsement of programs to comprehensive involvement including program inception, design and implementation. Three broad types of participation are identified requiring increasing depth and diversity of qualifications. These

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are as follows:

4.3.1 Participation limited to provision of facilities and supporting physical arrangements for the offering of programs.

Institutional Qualifications:

4.3.1.1. Interest in and commitment to making Community Continuing Education Service Programs available to the population within reasonable commuting distance.

4.3.1.2 Adequacy, variety, and availability of meeting facilities for support of a wide range of community continuing education service activities and programs.

4.3.1.3 Adequacy, variety, and availability of supporting facilities and services such as parking, food service, audio-visual equipment, and the like.

4.3.1.4 Designation and assignment of a responsible person to serve in a liaison capacity between the institution and Georgia Community Continuing Education Service program personnel for the effective use of institutional facilities and supporting arrangements.

4.3.1.5 Preference will be given to institutions of higher education, but in communities where no such institution is available or interested, local public schools or other institutions meeting qualifications for this type participation can be approved.

4.3.1.6 Funds under the "State Plan" will not be allocated to institutions performing such functions. An institution offering a funded program in such facilities may reimburse the institution for its direct costs.

4.3.2 Participation as an Area Community Continuing Education Center.

4.3.2.1 Area Centers, in addition to providing meeting facilities and supporting physical arrangements, will have additional functions including:

4.3.2.1.1 Establishing and maintaining working liaison with community leadership, groups, and interests within the service area for the twin purposes of (1) identifying and assessing priority needs for community continuing education programs and (2) generating support of and participation in community continuing education programs offered.

4.3.2.1.2 Working directly with the designated State Agency for administration of the Georgia Community Continuing Education Service in the development and implementation of statewide programs, with primary implementation responsibility within its own designated service area.

4.3.2.1.3 Originating, planning, and offering programs of community continuing education within its own service area.

4.3.2.1.4 Establishing and maintaining operating liaison with other designated institutions within its geographic service area whose participation is limited to provision of facilities and supporting physical arrangements (see 1, preceding) for the purpose of their effective use in implementing programs.

4.3.2.1.5 Coordinating activities with contiguous Area Centers either directly or through the State Agency to facilitate program planning, scheduling, promotion, use of faculty and other resources, and the like.

4.3.2.2 Institutional Qualifications to Participate as Area Centers.

4.3.2.2.1 Expressed interest in and commitment to making community continuing education service programs available to the population within its designated service area. A previous history of offering such programs is a favorable indication of interest and commitment, but lack of such precedent will not exclude institutions who are in position to undertake new commitments of this nature.

4.3.2.2.2 Adequacy, variety, and availability of facilities and supporting services for support of a wide range of community continuing education service activities and programs.

4.3.2.2.3 Accreditation as a "higher education institution" by the regional accrediting association (Southern Association of Schools and Colleges), or an authorized branch or center or such an institution or, if a special purpose institution, accreditation by the nationally recognized accrediting body for the specialty--all as come within the definition of the term in Section 80(a) of the Act and Regulation 173.1(f).

4.3.2.2.4 Variety, quality and availability of faculty and staff resources to establish and maintain working relationships with community people in assessing community needs and problems and in developing relevant continuing education programs.

4.3.2.2.5 Designation of an official of the institution to assume responsibility for the leadership in the program. The organizational placement of this position and the administrative relationships should facilitate use of institutional resources in support of the program.

4.3.2.2.6 Geographic location which will facilitate serving the population of the state in such a way that as many Georgians as possible will reside within an easy one hour's driving time (25-35 miles) of one or more area centers. Densely populated urban and suburban areas may require area centers located more closely together than in rural areas.

4.3.3 Institutional Qualifications to Participate as State-wide Program Planning Units.

Many community needs and problems to the solution of which higher education institutions can contribute are common to most communities in the state. In the interests of efficiency, coordination, and quality of programming, it is desirable that such programs be centrally planned by the best qualified institution(s) and then made available for implementation throughout the state, operating in cooperation with the area centers. Such central planning can and will take into account area and community differences, and provide within the plans for local variations and adaptations. It is planned, therefore, that selected institutions will qualify as statewide program planning centers as follows:

4.3.3.1 Meet all qualifications to participate as

area centers (exception will be made for specialized institutions such as separate medical colleges, and the like).

4.3.3.2 Richness, variety and quality of faculty and staff resources, with specialists and generalists in academic and professional fields of knowledge related to community needs and problems.

4.3.3.3 Richness, variety, and quality of library, art and graphics, audio-visual, and other similar resources needed in developing educational programs and materials.

4.3.3.4 In general, a university level institution is required--particularly for planning statewide programs demanding highly qualified faculty competence cutting across a number of specialties and fields of study. Special purpose institutions, however, may qualify for planning statewide programs within their specialty. Also institutions of less than university level may have qualifications for planning statewide programs in one or more fields; as these are identified through the planning and proposal process, such institutions will be selected to prepare statewide programs within their fields of special competency.

4.3.3.5 Designation of an official and/or organizational unit to assume responsibility for and leadership in the development of statewide programs. This designated official and/or organizational unit shall have the responsibility for stimulating and coordinating the planning

of statewide and area program proposals originating in the institution. It will also be responsible for working with the State Agency and the institutions designated as Area Centers in the development and implementation of programs it originates as a part of the over-all state program.

4.4 Procedures to be used in Selecting Institutions of Higher Education for Participation under the State Plan.

4.4.1 All accredited institutions--both public and private--who qualify according to Section 801(a) of the Act and Regulation No. 173.1(f) (see Addendum No. 3 for list) are invited to send representatives to attend a conference at which the State Plan is presented, explained and discussed. Each institution is invited to make an application to the State Agency for participation according to desired levels as outlined in Section 4.3 preceding. In this application, the institution provides substantiating data as to its qualifications according to an outline prepared by the State Agency. It testifies as to its willingness to abide by the financial requirements and other regulations contained in requirements and regulations of Title I of the Higher Education Act of 1965, as further amplified in this State Plan.

4.4.2 Applications are reviewed by the State Agency, using site visits and other direct contacts as necessary to obtain any additional

information needed for considering the application. The information is then presented to the State Advisory Council, and those institutions which meet the qualifications and criteria are notified of their selection to participate.

4.4.3 Institutions wishing to make application for participation may do so at any time after the initial invitation, under the same terms as the initial invitation.

4.4.4 Participating institutions will be kept informed of new developments and opportunities for participation as they materialize; qualified institutions not participating will be provided yearly briefings on major developments in the program and given an opportunity to make application for participation in time to be included in the programs outlined in the annual program amendment.

5.0 FISCAL ASSURANCES

5.1 Federal funds for Community Service Programs will not be used to supplant the use of State funds, local funds, or institutional funds. Federal funds are to be used to supplement State, local, and institutional funds and increase, to the extent practicable, the amount available for supporting Community Service Programs.

5.2 The University of Georgia will provide the United States Depart-

ment of Health, Education, and Welfare, Office of Education, a certification for the Georgia plan of Title I entitled Community Service and Continuing Education of the Higher Education Act of 1965, that all institutions participating in the plan have funds available for expenditure for extension and continuing education programs, and that the total amount available is not less than the actual amount expended from non-Federal sources by those institutions for extension and continuing education programs for fiscal 1965, plus an amount that is not less than the non-Federal share of the costs of Community Service Programs for which Federal financial assistance is requested. The University of Georgia will obtain the necessary documented records of expenditures and income from each participating institution to substantiate the above certification, and these records will be made available to the Federal Commissioner of Education upon request.

6.0 FISCAL PROCEDURES

6.1 The accounting for Community Service Programs will be classified under the function Extension and Public Service as outlined in College and University Business Administration, Volume I, unless prior written approval has been made by The University of Georgia to deviate from using this functional classification. Income and expenditure account numbers and titles will be used when an institution presents its proposed plan to The University of Georgia. Each Community Service Program at an

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institution will be budgeted and accounted for separately where practicable. Funds used to finance the Community Service Programs will be clearly differentiated between Federal, State, local and institutional funds. All disbursement and receipt of funds will be recorded according to good and acceptable accounting practices and as outlined in College and University Business Administration, Volume I.

Those institutions who are a part of The University System of Georgia will abide by all appropriate State regulations (Procedures Manual, Appendix A; Purchasing Manual, Appendix B; and Auditor's Manual, Appendix C).

6.2 The University of Georgia will be responsible for the annual audit of all income and expenditures for Community Service Programs in those institutions who receive Federal funds for the Community Service Programs under the Georgia Plan. All institutions who participate in the Georgia Plan will make their accounting records and reports available to the designated audit representative of The University of Georgia for purposes of making an annual audit of the institutions' financial records and reports. The University of Georgia assures the Commissioner that any adjustments to reflect refunds, credits, underpayments or overpayments, as well as any adjustments resulting from Federal or State administrative reviews and audits, will be made promptly and such adjustments will be set forth in the University's financial reports files with the Commissioner.

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7.0 INSTITUTIONAL ASSURANCE

7.1 The State agency assures the Commissioner that, prior to approval of any community service program under the plan, each institution of higher education proposing such a program will submit to the State agency the certification required by § 173.15 of the Regulations, as follows:

7.1.1 that the proposed program is not otherwise available;

7.1.2 that the conduct of the program or performance of the activity or service is consistent with the institution's overall educational program and is of such a nature as is appropriate to the effective utilization of the institution's special resources and the competencies of its faculty; and

7.1.3 that, if courses are involved, such courses are extension or continuing education courses and (1) that they are fully acceptable toward an academic degree, or (2) that they are of college level as determined by the institution offering the courses.

8.0 POLICIES AND PROCEDURES FOR STATE AGENCY ADMINISTRATIVE REVIEW AND EVALUATION

8.1 State agency administrative review and evaluation of programs, activities, and services will be conducted through four major procedures, as follows:

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8.1.1 Each participating institution offering programs, activities, or services under the State Plan will file with the State agency a written summary report of each project upon its completion, or, in the case of those activities extending over semi-annual periods, an interim summary report filed by agency established deadlines adequate for inclusion in the semi-annual report by the State agency to the Commissioner of Education as set forth in Regulation §173.20. These summary reports will be made according to forms and outlines designed by the State agency in consultation with participating institutions. These summary reports will be designed to provide the following kinds of information by programs, activities, or services:

8.1.1.1 Numbers of program activity participants or people served.

8.1.1.2 Vital characteristics of program or activity participants or people served such as age, sex, educational level, occupation classification, and the like.

8.1.1.3 Numbers and identification of faculty and staff used in programs, activities, or services, indicating amounts of service by each and in total.

8.1.1.4 Duration of program, activity, or service in terms of days, hours, or other appropriate measures.

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8.1.1.5 Summaries of evaluative judgments of effectiveness and strength and weaknesses of programs, activities, or services made by participants, faculty and staff.

8.1.1.6 Reports of expenditures for program activities or services as required by the State agency to fulfill its responsibilities under the laws and regulations governing the program and as necessary for required semi-annual and annual reports to the Commissioner of Education.

8.1.2 Systematic, evaluative studies of selected programs, activities, and services will be made under the following conditions:

8.1.2.1 When the program, activity, or service appears to be clearly innovative with great potential value to others concerned with the use of continuing education for community service.

8.1.2.2 When research funds to conduct the study can be obtained whether as a part of the annual program budget or from other appropriate sources.

8.1.2.3 When the services of qualified researchers can be obtained to develop the evaluative design, conduct the investigation, and write the reports.

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8.1.3 Scheduled formal and informal visitations by State agency staff will be made when appropriate to participating institutions for the purpose of observing programs and obtaining first-hand critiques from staff and faculty and, if desirable, from participants.

8.1.4 A part of the semi-annual planning conferences of participating institutions will be devoted to sharing and critiquing experiences with programs, activities, and services as a basis for revising existing programs and planning new ones. Such deliberations will provide a rich resource for administrative review and evaluation.

9.0 TRANSFER OF FUNDS TO PARTICIPATING INSTITUTIONS

9.1 The University of Georgia will make payment of Federal funds to participating institutions by a combination of advancing payments and making reimbursements for payments already made.

9.1.1 Preferably, reimbursements will be made after the expenditures have been incurred by the participating institutions. This will provide The University of Georgia adequate time for review and allocation of funds per section 5.2 of this plan. It is understood, however, that some institutions do not have adequate funds to finance their operations and then be reimbursed, and therefore, advances will be made available to some

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participating institutions. A statement that funds are not available to finance Community Service Programs without advances must be provided The University of Georgia before such advances will be made.

9.1.2 If The University of Georgia determines that an overpayment has been made to a participating institution, adjustments will be made by repayment or reduction in future advances or reimbursements.

10.0 ACCOUNTING BASIS FOR EXPENDITURES

10.1 The basis for accounting for Community Service Programs by The University of Georgia will be the obligation basis. The State law covering this requirement is:

10.1.1 Excerpt from Code of Georgia-Annotated, Book 14, Title 40 40-407: Budget report; limitations. - The General Assembly shall not appropriate funds for any given fiscal year which, in aggregate, exceeds a sum equal to the amount of unappropriated surplus expected to have accrued in the State treasury at the beginning of the fiscal year, together with an amount not greater than the total treasury receipts from existing revenue sources anticipated to be collected in the fiscal year, less refunds, as estimated in the budget report and amendment thereto. Supplementary appropriations, if any, shall be made in the manner provided in Article VII, Section IX, Paragraph III (2-6203) of the Constitution, but in no event shall a supplementary Appropriations Act continue in force and effect beyond the expiration of the General Appropriations Act in effect when such supplementary Appropriations Act was adopted and approved. (Acts 1962, pp.17, 25.)

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10.1.2

40-413: Expenditures to be authorized by Appropriation Acts. All expenditures of the State and of its budget units of moneys drawn from the State treasury shall be made under the authority of Appropriations Acts, which shall be based upon a budget provided in this Chapter, and no money shall be drawn from the treasury, except by appropriation made by law pursuant to Article III, Section VII, Paragraph XI (2-1911) of the Constitution of Georgia. (Acts 1962, pp. 17, 28.)

10.1.3

40-419: Responsibility for unauthorized use of funds. - No payment shall be made and no obligation shall be incurred against any appropriation unless such payment or obligation has been authorized as provided in this Chapter. Every official authorizing payments in violation of this Chapter, or taking part therein, and every person receiving such payment, or any part thereof, shall be jointly and severally liable to the State for the full amount so paid or received. (Acts 1962, pp. 17, 30)

10.2 The University of Georgia will ascertain the accounting practice for each institution at the time of its selection for participation under the Georgia Plan and will retain such information at The University of Georgia.

11.0 REPORTS AND RECORDS

11.1 Reports

The State agency will submit to the Commissioner the reports enumerated in Regulation §173.20, and any other reports as the Commissioner may require to carry out his functions under the Act; and will maintain such records, afford such access thereto, and comply with such

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other provisions as the Commissioner may find necessary to substantiate and/or verify the information contained in the reports.

11.2 Records

The State agency will keep accessible and intact all records supporting claims for Federal grants, or relating to the accountability of the State agency and participating institution of higher education for expenditure of such grants and the expenditure of matching funds, as required by § 173.29 of the Regulations.

11.3 Disposition of Equipment

(a) The Federal share of the cost of any single item of equipment initially costing \$100 or more in which the Federal Government has participated (whether acquired with funds derived from Federal grants or from matching funds) which ceases to be used in the community service program, or in connection with the administration of the plan under which it was purchased, or is on hand on the termination date of the community service program for which it was purchased or the program described in this Part, shall be accounted for by one of the following methods:

(1) Similar program usage. An item may be used, without adjustment of accounts, in any other community service program (whether or not receiving financial assistance under this program) provided, however, that during such use no charge for depreciation, amortization or other use shall be made against any existing or future Federal grant or contract. An item may be sold and the Federal share of the net proceeds of sale credited to the institution's or State agency's account for program use.

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(2) Non-program usage or disposition; crediting of proceeds or value. If, during the period of its useful life, an item is sold or transferred for other than program use, or, if used or disposed of in any other manner, the Federal share of the proceeds or of the fair market value on the (i) date of sale, (ii) date on which the item ceased to be used in the program, or (iii) date of program termination, whichever first occurs, shall be credited to or paid to the United States.

The Commissioner, however, in his discretion, may waive credit or payment to the United States where equipment remains on termination of the program described in this Part.

To the extent an item purchased from grant funds has been used for credit or "trade-in" on the purchase of new items of equipment, the accounting obligation shall apply to the same extent to such new items.

(b) Inventories and records are required to be kept for all items of equipment, initially costing \$100 or more in which the Federal Government has participated (whether acquired with funds derived from Federal grants or from matching funds). The State educational agency shall maintain records sufficient for a determination as to whether the use of such equipment continues to be for a purpose provided for under Title I of the Act, or, if not, records showing its disposition.

12.0 DETAILS OF ANNUAL PROGRAM

12.1 The method of selection of the specific aspects of the comprehensive, coordinated, and statewide system of community Continuing Education programs for which financial assistance is requested for the fiscal year ending June 30, 1966, has been outlined in Section 3 of this Georgia Plan with particular reference to the abbreviated procedure for fiscal 1966 funds described in the note to Section 3.

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12.2 The criteria used for selection of the specific aspects of the programs for which fiscal 1966 financial assistance is requested are as follows:

12.2.1 The community problem(s) to which the proposed programs are related are:

12.2.1.1 Basic and fundamental in the sense that progress toward their solution will develop community capacity to deal effectively with a broad range of more specific and detailed problems.

12.2.1.2 Persistent or continuing in the sense that the needed points-of-view, attitudes, knowledges and skills must be continually acquired, renewed and updated by people in the community as community roles and responsibilities shift and change from person-to-person and group-to-group.

12.2.1.3 Susceptible to alleviation or remedy by educational means.

12.2.2 The higher education institutions in Georgia, either individually or in combination, possess the needed and relevant resources to develop and implement community service programs related to the community problems selected.

12.2.3 The aspects of the programs selected are expansions and extensions of areas of community service to which higher education institutions in Georgia, individually or in combination, have demonstrated commitment, but do not constitute duplication or supplantation of previous commitments.

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12.2.4 To the practicable extent possible, programs selected will deal with aspects of problems for the solution of which other programs, whether federally, state, or locally financed, are not already in existence.

12.2.5 In cases where similar programs are federally financed under provision of other Acts or are potentially eligible for such federal financing, the aspects of the programs selected in this proposal can be so coordinated as to avoid misunderstanding, wasteful duplication, and harmful competition.

12.2.6 The aspects of programs selected are related to the scope of the total Georgia Community Continuing Education Service Program as presented in the statement of purposes and objectives in Addendum No. 1 of the Georgia Plan.

12.2.7 The aspects of programs selected are, through their implementation, potentially promising sources of information and experience for identifying and defining community problems around which future programming can be developed.

12.3 The broad areas of program purposes and objectives selected for priority attention for community continuing education service programming using Fiscal 1966 funds are Community Development Competence, Occupational Competence, Human Relationships, and Health. The specific aspects of programming selected within each of these areas, the nature of the community problems with which programs in each area will deal, and the relationship of proposed programs to other community service activities are dealt with in succeeding paragraphs of this section.

12.4 Community Development Program

12.4.1 The Problem -

Communities in Georgia are caught up in a period of rapid change. Some of this change is internally generated, while other change is in response to influences outside the local community over which the local citizens have little if any control. With the increasing accumulation of scientific knowledge, and with the development of technological innovations, specialization, and urbanization, both scope and tempo of community change are increasingly complex, threatening local community capacity to cope with the problems arising therefrom.

Evidences of these problems can be found in communities throughout the state: traffic-clogged streets; increasing air and

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water pollution; growing lawlessness; unemployment and persistent pockets of poverty; urban and rural blight; and numerous inadequacies in local government and community services including, for example, education, housing, health and sanitation, welfare, public utilities, and cultural and recreational facilities and programs.

Such problems in Georgia are compounded by income and educational levels of its people that are well below the national norms (See Addendum No. 1). Such basic deficiencies limit Georgia's relative capacity to deal effectively with its community problems.

Recognition of such problems as manifested in local communities has created massive efforts and programs to assist in their alleviation on the part of government at federal, state, and local levels; business and industry individually and in associations; educational institutions; and both general and specialized private and volunteer associations organized around almost every problem and functional service area existing in communities.

Thus community problems create pressures for adaptation and change; the complexities and interrelationships of the problems demand orderly and planned development programs based on expert knowledge and critical evaluation; effective action programs require reasonable consensus on the part of leadership within a general climate of citizenship understanding, consent, and support; implementation of plans require the identification and marshalling of necessary resources from both within and without the local community.

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The resulting question then, is not one of whether the specific community will change in relation to the changes around it; rather, the real question is whether the inevitable process of change and adjustment will be planned or unplanned and whether or not local lay citizens will play a responsible role in planning the direction of change in their communities. A viable, democratic and open society requires responsible participation by local citizens. Such responsible participation results in better understanding and appreciation of the changes that are taking place and also in active support of and assistance in action programs designed to effect desirable change.

To aid local citizens in acquiring the competency to assume more active and responsible roles in the development of their respective communities the Georgia Plan proposes to give first priority to Continuing Education Programs in Community Development to be made available to community leaders throughout the State of Georgia who desire such assistance.

12.4.2 Community Development Program Purposes and Objectives.

The over-all purpose of proposed programs is to provide a series of work-study learning opportunities planned to develop the competency of community leaders in particular and citizens in general to participate effectively in programs designed to achieve optimum utilization of available

resources (including resources outside the community itself) in comprehensive community development. The major objectives of the program, stated in terms of understandings and related abilities and skills to be developed, are as follows:

Understandings:

1. To develop a broadened concept of the community based on the findings of current research and theory.
2. To develop an understanding of methods used to identify and analyze individual community needs, problems, and resources as a basis for community planning and development.
3. To develop an understanding of principles and procedures that have been found effective in mobilizing and organizing community action programs.

Abilities and Skills:

1. To develop the ability to study in depth special community needs, problems, and resources that appear to have particular significance for a specific community's development.
2. To develop the ability to plan an effective community program of resource utilization as a means of bringing about desirable change in the community.
3. To develop the ability to implement an action program in community development.

12.4.3 Specific Community Development Continuing Education Programs Proposed.

To implement the purpose and objectives it is proposed that the following Continuing Education Programs be offered:

12.4.3.1 A basic introductory course in Community Development dealing with such topics as the Nature of Community and its relationships to the larger society of which it is a part, ways to study and understand one's own community, the processes of Community Development, the organization and implementation of community improvement programs, and the evaluation of community study-planning-action processes.

12.4.3.2 The basic course to be followed by more specialized courses such as Community Economic Structure and Processes, Community Social Structure and Processes, and Community Leadership Development.

12.4.4 Relationship with Other Community Service Activities.

The specific programs proposed in the preceding paragraphs are aimed at developing broad conceptual frameworks and abilities as basic tools for use by people concerned with the entire range of specific and concrete problems of community life. As such, the programs are educational means for equipping community leadership in particular and citizens in general for more intelligent understanding participation in a myriad of

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other community service projects and activities under the auspices of a wide range of governmental and volunteer agencies. Among those organizations and agencies actively engaged in community development work in Georgia currently are some 17 Area and Development Planning Commissions (see Appendix 4 for map); the Georgia State Departments of Industry and Trade, Health, Family and Children's Services, and Education; service programs of institutions of higher education; Chamber of Commerce--state and local; the Georgia Municipal Association and the Georgia Association of County Commissioners; business and industrial groups such as the Georgia Power Company, the Sears Roebuck Foundation, and the Georgia Electric Membership Corporation and civic groups such as the Georgia Federation of Women's Clubs.

In addition, these courses should equip people to identify and use more effectively for community improvement the resources and services made available through numerous U. S. Government Departments and Agencies under the authorizations of various legislative acts of the U. S. Congress.

12.4.5 Budget Proposal for Community Development Programs.

It is proposed that the Community Development Programs be offered statewide and on a continuing basis. Complete coverage will not be possible with available Fiscal 1966 funds. It is therefore proposed that an amount of \$71,628.00 be allocated from Fiscal 1966 funds for the development and implementation of these programs in anticipation of further proposals for their implementation using Fiscal 1967 funds.

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12.5 Community Continuing Education Programs for Occupational Competence.

12.5.1 The Problem

Many community problems are either created or intensified by inadequate levels and variety of occupational competence to meet the new and changing demands of the professions, business and industry, government, education, and the like; as a corollary, such problems cannot be alleviated or solved until the needed competency is developed.

In Georgia, such needs are particularly acute since the basic education attainment of the adult population at all levels is well below national norms. This condition creates many obstacles to effective educational programming for the development of needed specialized occupational competencies; furthermore Georgia's adult population has comparative deficits in the proportion with college-level educational attainment, and the condition is being perpetuated by the fact that a comparatively smaller proportion of its college-age youth is enrolled in college or other post-high school educational programs; as a result Georgia has, and will likely continue to have, a larger proportion of its people comparatively under-educated for the responsibilities of the professions, semi-professions, technologies, management, and supervision. (Data about these conditions are in Addendum No. 1).

Breaking this cycle of underdeveloped occupational competency requires massive efforts along two fronts: (1) expansion and improvement of educational opportunities and programs for children and youth so that adult education deficiencies will not be perpetuated in the future, and (2) the development of adult programs to up-grade people on-the-job at all levels and in all crucial fields. Such programs, in

order to serve a significant share of the adult population who need them, must be made available in communities where the people live and work.

12.5.2 Aspects of Occupational Competence Programs selected for Priority.

Inasmuch as there are numerous programs now being offered and others well along in the process of development under the direction of the state public school system, business and industry, labor unions, the Small Business Administration, the Technical Services Program, and the like, the aspects selected for priority attention are those in which little, if anything, is now being done, or those which are clearly supplementary to and re-enforcements of existing programs. The aspects selected for priority programming using Fiscal 1966 funds are:

12.5.2.1 Continuing Education Programs for Local Government Officials.

Georgia has 159 units of county government and over 550 incorporated municipalities. In the smaller units the numbers of officials are limited and in many cases part-time employees, while in the larger urban areas the numbers of employees are large and growing rapidly. Regardless of staff size, however, local officials are responsible for an almost overwhelming number of functions and services for which there are ever-increasing demands for quantitative expansion and qualitative improvement. Some idea of the range of knowledge and abilities required for the effective performance of local government functions and rendering of local government service can be gathered by reviewing only a partial

list: public buildings, code enforcement, corrections, utilities, fire protection, streets and highways, traffic engineering, housing, hospitals, libraries, parks, police, health, safety, sanitation, welfare, public works, recreation, schools, tax revenue, transportation, urban renewal, and the like.

Contrasted with the demands of their jobs for general and specialized competence is the fact that the great majority of local government officials have had little, if any, systematic, specialized training for their responsibilities, particularly those employed outside the very largest urban centers; and even for those with previous training, the rapid expansion of knowledge in their specialties and the changing character of their work make it imperative that they keep themselves up-to-date through continuing education.

To meet such needs it is proposed, more specifically, that programs be developed and offered statewide in the fields, first, of fiscal management, personnel administration, supervisory methods, and law enforcement, with the anticipation of future development of programs in tax assessment administration, administration of community health services, governmental planning, management development, traffic control, and accident investigation.

It is proposed that an amount of \$60,000 of Fiscal 1966 funds be budgeted for Continuing Education Programs for Local Government Officials.

12.5.2.2 Continuing Education Programs for Educational Leaders, Faculty Members, Part-time Teachers, and Volunteers.

Although a great deal is now being done for the in-service

development of education leaders and faculty members, there exist pockets of omission which are particularly critical in this period of rapid expansion and transformation of educational services. One of these, in Georgia at least, is the lack of training in adult education. Faculties of the public schools and colleges in Georgia are being called upon to use their specialized knowledge, skills, and experience in the education of adults through the entire range from basic literacy programs to post-professional and post-doctoral programs.

The vast majority of educational leaders and faculty members have had little, if any, systematic orientation and training related to the nature of adults and adult learning, nor to the principles of curriculum and program design for adults, nor even to the promotion and management of adult programming. If the flow of funds now becoming available for adult and continuing education is to be used effectively, programs are needed to provide at least a minimum orientation of leaders and faculty to the nature of the crucial responsibilities they are assuming. Furthermore there is widespread use in adult education of part-time people with specialized knowledge and skills for temporary assignments. Such part-time specialists have even greater needs for adult education orientation.

There is a growing practice of using citizen volunteers as teaching assistants both in regular school programs and in special programs such as Headstart. While some programs have been offered to help prepare such people, these have been generally inadequate in scope and sporadic in availability. Orientation programs for volunteers and part-time teacher assistants could extend their use and make them more

effective in the improvement of educational services.

It is proposed that an amount of \$20,000 of Fiscal 1966 funds be budgeted for Continuing Education Programs for Educational Leaders, Faculty, and Part-time Volunteers, with priorities given to programs for those engaging in adult education, part-time teachers, teaching assistants, and volunteers.

12.5.2.3 Continuing Education Programs for Economic Development.

A viable and expanding economy is essential for the provision of an economic base on which solutions to community problems can be erected. Expansion and improvements of community resources and services must be financed and the productivity of agriculture, business and industry is the basic source of the needed disposable wealth.

Furthermore, economic problems themselves are among the most crucial within communities. The provision of sufficient employment opportunities for all at remunerative levels above mere subsistence adequate for reasonably rewarding standards of living is generally accepted as a desirable goal for every community.

Although the growth rate of Georgia's economy since World War II has been generally above the national average, per capita and family incomes are still some 25% below the national levels, and at current high rates of gain it will take until almost the year 2000 to catch up with the national level.

Furthermore, Georgia's economy and related employment patterns were late in the transition from agricultural to industrial. Thus the industrial economy has not reached full development before technology

and automation are creating an economy in which predominant employment opportunities will reside in technological and service occupations. The full implications of such changes are still not clear and thereby impose a severe challenge to leadership to design economic development strategies that will keep the economy viable and expanding with adequate cushioning for the disruptions and dislocations which accompany such far-reaching changes.

The situation calls especially for two types of continuing education programs: (1) the bringing together of high-level economic leadership for the intensive study of fundamental economic trends and conditions affecting the economy of Georgia and their implications for future developments; and (2) the provision, on an intensive and continuing basis, of vital information needed by business men and industrialists on which they can base sound business decisions.

It is proposed that an amount of \$20,000 be budgeted from Fiscal 1966 funds for Continuing Education Programs for Economic Development. It is recognized that funds under the Technical Services Act can be used for similar programming, but the amounts available are far from meeting the needs in Georgia. Any such programs developed in Georgia under this allocation will be carefully coordinated to supplement rather than duplicate Technical Services programs.

12.5.2.4 Continuing Education Programs for Occupations Serving the Aging.

Recent years have seen a rapid increase in the number and proportion of aged persons in the population. Along with this trend there is evidence of increased community concern for the welfare of the aged

as reflected in state and national legislation and programs, highlighted by passage of recent national health care legislation and the Older American Act.

The potential demand for services generated by the needs of the aging population and by the resources which are potentially available through such programs are creating unprecedented demand for education programs dealing with aging to equip people for the specialized services required. At a recent conference in Georgia, some seventy specialists representing major service areas for the aging including medical care and health, welfare, housing, recreation, and the like, joined in requesting the development of a generic course in Gerontology to be made available throughout the state to provide a basic educational background in Gerontology for agency personnel. The group also requested follow-up, specialized training courses in the various service fields.

To meet such demands and similar ones anticipated, it is proposed that \$20,000 of Fiscal 1966 funds be budgeted for offering Continuing Education Programs in Gerontology for people engaged in related service occupations and, where sufficient space is available, that these courses be open for general citizen participation.

It is recognized that funds are potentially available for similar programs under the Older Americans Act. It is hoped further that such funds can be obtained for the development of curricula and course design and content and for the special preparation of teachers who will instruct in the courses herein proposed. The funds proposed in this budget are primarily designed for the payment of the costs of actual instruction, promotion, and the like. In any event, programs

using these funds will be closely coordinated with the state and federal agencies administering the programs using Older Americans Act funds so that activities will be supplementing and mutually reinforcing.

12.5.3. The total funds proposed for Continuing Education Programs designed to develop occupational competence using Fiscal 1966 funds amounts to \$120,000.

12.6 Community Continuing Education Programs for Health.

The vigor and vitality of people in communities are closely linked to their health levels; health levels, in turn, are closely linked to basic environmental health conditions, nutrition, health and physical fitness practices, and the quantity and level of medical care available.

Although funds are available from numerous sources for a wide range of health services and for health education in the schools, relatively less attention has been given to the needs of adults for education about community health problems. There exists a need for a series of forums on community health problems to arouse interest and focus attention toward the organization of special study and planning groups around specific community health problems such as mental health services, water pollution, physical fitness, communicable diseases, accident prevention, and the like.

At yet another level, many economically and educationally deprived parents lack even elementary knowledge of essential personal

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and family health practices and care. Programs designed to train volunteers and, perhaps, neighborhood youth corpsmen to go into neighborhoods and provide such elementary instruction on a small group or individual family basis has great potential promise.

Research and innovation in the practice of medicine and surgery is proceeding at such a rapid rate and physicians are so heavily engaged in meeting the day-to-day demands of their practice, that there is grave danger of rapid professional obsolescence of practicing physicians. As a consequence there is growing demand for and development of innovative continuing education programs for physicians which takes these conditions into account. While funds are available from other sources for support of continuing education programs in specialized areas of medicine, there are many general and specialized areas which are not funded or fundable from other sources.

It is proposed therefore, that \$30,000 of Fiscal 1966 funds be budgeted for Continuing Education Programs for Health. Again there will be need for coordination with programs of a similar nature offered under many different auspices to prevent duplication and assure mutual supplementation.

12.7 Community Continuing Education Programs in Human Relations - Communications.

The quality of interpersonal and intergroup relationships is basic to the vitality and well-being of any community. The achievement

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and maintenance of good human relationships requires effort along many fronts, but a vital condition for success is the ability of individuals and groups to establish and maintain open lines of communication and to use the communication process effectively in solving community problems.

Effective communications skills are absolutely essential for community leaders that are to be at all effective in either educational programs or substantive community action programs designed to enhance social and economic progress. The quality of human relations between individuals and groups is directly dependent on the quality of communications. Two problems are especially pertinent: (1) understanding and utilizing basic communications principles and (2) establishing and maintaining effective interpersonal communications channels.

Communications is so important that other community continuing educational programs should be preceded by a communications training program or basic communications should be included as an integral part of all problem or subject matter oriented educational efforts.

So fundamental and pervasive is the need for the development of effective communications skills and channels, that it is proposed to budget \$20,000 of Fiscal 1966 funds for Community Continuing Education Programs in Communications.

PROPOSED ALLOCATIONS
FOR USE OF FISCAL 1966 FUNDS

Anticipated Income

Federal Funds Available, Title I, Higher Education Act of 1965 (75%)	\$206,196
Matching Funds Required (25%)	<u>68,732</u>
TOTAL	<u><u>\$274,928</u></u>

Proposed Allocations

Planning & Administration of State Plan		\$33,300
Program:		
Community Development	\$71,628	
Occupational Competence	120,000	
Local Gov't Officials	60,000	
Education Personnel	20,000	
Business & Industrial	20,000	
Gerontology Related	20,000	
Human Relations-Communi- cations	20,000	
Health	<u>30,000</u>	
	241,628	
		<u>241,628</u>
TOTAL		<u><u>\$274,928</u></u>

PROPOSED ALLOCATION OF SUPPLEMENTAL FUNDS

The programs anticipated under the proposed allocations will constitute only a beginning. In no single case are there sufficient funds proposed to offer courses and programs in all the communities and to all the groups who will need them. If additional funds are available up to a maximum of doubling the amounts proposed on the preceding page, we would propose allocating them proportionately to Community Development, Local Government Officials, and Human Relations-Communications, as follows:

Community Development	47%
Local Government Officials	40%
Human Relations-Communications	13%

PROPOSED BUDGET
STATE AGENCY
TITLE I, HIGHER EDUCATION ACT
1965-1966

	<u>Federal Share</u>	<u>State Share</u>	<u>Total Budget</u>
Operating Expenses	\$ 2,500	\$	\$ 2,500
Travel	2,500		2,500
Capital Outlay	<u>1,100</u>	<u> </u>	<u>1,100</u>
Sub-total	6,100		6,100
Personal Services	<u>13,500*</u>	<u>6,000**</u>	<u>19,500</u>
Total Direct Cost	19,600	6,000	25,600
Indirect Cost	<u>5,400</u>	<u>2,408</u>	<u>7,808</u>
TOTAL	<u>\$ 25,000</u>	<u>\$ 8,408</u>	<u>\$ 33,408</u>

* Mahler, Alexander, Brown,
Lord, Huff

** Bronfin, Nix, Harrell, Melvin,
Holtz, Drewry, Swain, Keeling,
Lancaster, Elder

AMENDMENT TO PROPOSED
ALLOCATIONS FOR USE OF
FISCAL 1966 FUNDS

Anticipated Income

Federal Funds Available, Title I, Higher Education Act of 1965 (75%)	\$206,196
Matching Funds Required (25%)	<u>68,742</u>
TOTAL	<u><u>\$274,938</u></u>

Proposed Allocations

Planning and Administration of State Plan	\$ 33,300
Program:	
Community Development	\$110,636
Occupational Competence	122,531
Local Gov't. Officials	\$81,388
Education Personnel	17,103
Business & Industrial	4,040
Gerontology Related	20,000
Human Relations - Commun- ications	3,049
Health	<u>5,422</u>
	241,638
	<u>241,638</u>
TOTAL	<u><u>\$274,938</u></u>

13.0 AMENDMENTS TO STATE PLAN

The State agency agrees that, in addition to the annual amendment required under §173.4 of the Regulations, the State plan will be appropriately amended whenever there is any material change in the designation of the State agency, the content or administration of the State plan, or when there has been a change in pertinent State law. Such amendment will clearly indicate the changes and will be signed and certified in the same manner as the original plan submitted and will become effective upon approval by the Commissioner.

14.0 ELIGIBILITY OF PROGRAMS

The State agency agrees that a proposed program will not be excluded from participation on the basis that it would also be eligible to receive financial assistance under another Federal program, but that no community service program may relate to sectarian instruction or religious worship.

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CERTIFICATION OF STATE PLAN

Certification by official of the State agency authorized to submit the State plan.

State of Georgia. I hereby certify that the attached State plan or amendment was duly adopted by the State agency on _____, and will constitute the basis for participation of the State of Georgia under Title I of the Higher Education Act of 1965 (P.L. 89-329).

(Date)

(Signature)

(Title of authorized official)

Certificate of appropriate State legal officer (to accompany original plan).

State of Georgia. I hereby certify that The University of Georgia,
(Name of agency)
the State agency named in the plan, is the sole agency for administration of the plan or for supervision of the administration of the plan; and that such State agency has authority under State law to develop, submit, and administer or supervise the administration of the plan and that all provisions contained in the plan are consistent with State law.

(Date)

(Signature)

(Title)

ADDENDUM NO. 1

ADDENDUM NO. 1

The Scope and PURPOSES
OF THE GEORGIA COMMUNITY CONTINUING
EDUCATION PROGRAM

BACKGROUND: THE CHANGING GEORGIA SCENE

Population Changes

Increased urbanization

Throughout the twentieth century, Georgia has been moving toward urbanization; by 1960, 55% of the state's population was classified as "urban" as contrasted with only 25% in 1920. The largest population concentration is the Atlanta Metropolitan Area, followed by the Columbus, Augusta, Savannah, Macon, and Albany Areas, respectively. The following tables clearly illustrate these points.

I. Urban and Rural Population, Georgia and the United States

YEAR	GEORGIA				UNITED STATES			
	RURAL		URBAN		RURAL		URBAN	
1920	2,167,973		727,859		51,552,647		54,157,973	
1930	2,013,014	-7.15%	895,492	+23.03	54,042,025	+4.8%	69,160,599	+27.7%
1940	2,049,915	+1.83%	1,073,808	+19.9%	57,459,231	+6.3	74,705,338	+8.0%
1950*	1,885,131	-8.04%	1,559,447	+45.2%	54,478,981	+5.3%	96,846,817	+29.6%
1960*	1,762,880	-6.49%	2,180,236	+39.8%	54,054,425	- .8%	125,268,750	+29.3%

*1950 and 1960 follow new U.S. Department of Commerce definition of urban territory

From: Table 1-111, 1963 Georgia Statistical Abstract, p.12.

II Population of Standard Metropolitan Areas of Georgia

STANDARD METROPOLITAN AREA	1940	- - - 1950	YEAR - - -	1960	
Albany	28,565	43,617	+73.5%	75,680	+73.5%
Atlanta	558,842	726,989	+30.0%	1,017,188	+39.9%
Augusta	131,779	162,013	+22.9%	216,639	+33.7%
Columbus	126,407	170,541	+34.9%	217,985	+27.8%
Macon	95,086	135,043	+42.0%	180,403	+33.5%
Savannah	117,970	151,481	+24.3%	188,299	+24.3%

From: Table 1.102, 1963 Georgia Statistical Abstract, p.3.

Furthermore, there has been an absolute decrease in the populations of many of Georgia's rural counties. From 1950 to 1960 forty-five counties showed population declines of at least 10%, reflecting the replacement of farm labor by mechanized equipment.

Other demographic developments

Although Georgia has shown steady population increases, the state has lagged behind the nation in relative population growth. This is largely due to a net out-migration of Georgians. Of particular importance has been the emigration of Negroes. In 1890, forty-seven percent of all Georgians were nonwhite. By 1950 the proportion had fallen to 31 percent, and by 1960 to 28.6 percent.

Evidence for the 1960's indicate, however, that Georgia's population increase is now exceeding the national rate and that net out-migration of whites has ceased while the rate of Negro emigration has declined.

III. Population - Georgia and the United States

YEAR	GEORGIA	U. S.	PERCENT INCREASE	
			GEORGIA	U. S.
1920	2,895,832	106,021,537	--	--
1930	2,908,506	123,202,624	.43	16.20
1940	3,123,723	132,104,569	7.40	7.22
1950	3,444,578	151,325,798	10.27	14.55
1960	3,943,116	179,323,175	14.47	18.50

From: Table 1.101, 1963 Georgia Statistical Abstract, p. 2.

Economic Changes

Employment

In 1960, total employment in Georgia was 1,385,047 - or 35.1 percent of the state's total population. During the period 1949-1960, employment increased in every major category with the exceptions of "farming" and "forestry, fishing, and mining." The census of 1960 revealed the following composition of employment.

IV. Composition of Employment in Georgia, 1960

<u>Source</u>	<u>1960</u>
Agriculture	120,280
Forestry and Fisheries	6,728
Mining	5,429
Construction	86,557
Manufacturing	364,621
Transportation, Comm. & Public Utilities	86,760
Wholesale and Retail Trade	244,826
Finance, Insurance, and Real Estate	49,904
Services	305,944
Public Administration	74,189
Industry not reported	39,809
Total	1,385,047

Source: U.S. Bureau of the Census, Census of Population, Georgia, 1960.

It is important to note that while farm employment has fallen off in Georgia, the impact of agriculture on the Georgia economy is still quite important. By 1965, total farm receipts had grown to five times the 1940 total. The growth in other areas has been more complementary than competitive to agriculture.

As a corollary to the decline in farm employment, there has been a marked growth in manufacturing. Table V shows the progress made from 1958 to 1963 by the ten largest manufacturing industries in terms of total employment, a rate of increase of over 2% per year.

V. Major Manufacturing Groups, Ranked According to Numbers Employed, Georgia, 1963

<u>Industry Group</u>	<u>1958</u>	<u>1963</u>
Textile Mill products	94,933	93,798
Apparel and related products	39,429	56,351
Food and kindred products	41,373	42,301
Transportation equipment	24,630	30,305
Lumber and wood products	26,486	23,662
Paper and allied products	16,768	20,452
Stone, clay and glass products	9,575	12,374
Chemicals and allied products	9,624	10,914
Fabricated metals	6,973	10,879
Printing and publishing	9,600	10,216
Total	279,391	311,252

Source: U.S. Bureau of the Census, "1963 Census of Manufactures: MC63 (p)-SH

Industrial Growth

Along with the increases in non-farm employment has come an even more dynamic industrial growth. In terms of value-added by manufacture, virtually every major industry group in the state showed substantial gains in the period 1958-63. The average growth per year in total value added by manufacture amounted to over 200 million dollars.

VI. Major Manufacturing Groups, Ranked According to Growth in Value-Added by Manufacture, Georgia, 1958-63.

<u>Rank</u>	<u>Industry Group</u>	<u>Growth in Value-Added 1958-63 (\$1,000)</u>
1	Transportation equipment	\$ 259,625
2	Textile mill products	176,092
3	Apparel and related products	133,088
4	Paper and allied products	109,165
5	Food and kindred products	93,239
6	Chemicals and allied products	87,224
7	Fabricated metals	57,830
8	Stone, clay, and glass products	48,573
9	Electrical machinery	32,186
10	Nonelectrical machinery	24,310
	Total	1,021,332

Significant gains have likewise been made outside manufacturing industries. With the exception of "motion pictures," all major service groups in the state showed gains during 1958-63. Similarly, retailers and wholesalers showed categorical gains throughout their respective industry groups. This is a combined average increase in sales or receipts of slightly over 23% per year.

VII. Growth in Trade and Services, Georgia, 1958 and 1963

Item	Sales or Receipts (in millions of dollars)		Percent Increase
	1958	1963	1958-63
Selected Services	432.4	634.2	47
Retail Trade	3,528.2	4,570.0	30
Wholesale Trade	5,740.9	8,100.5	40

Income

With the exception of a few counties, personal incomes in Georgia are considerably less than national averages. In 1961 per capita income in Georgia was \$1,639 compared to the national average of \$2,263. Also, family incomes are low. Figures for 1959 show that 22.5 percent of the families in Georgia received less than \$2,000; 36.3 percent received incomes in the \$2,000-\$4,999 range; and the remaining 41.2% received more than \$5,000. The median family income that year was \$4,208.

However, as one would expect from the above, incomes are rising. From 1950 to 1960, Georgia's population rose 14.5 percent, while the amount paid out in the form of personal income rose 83 percent.

The following per capita income data is indicative of the progress made.

VIII.		<u>GEORGIA</u>	<u>U. S.</u>	<u>Percent of U. S.</u>	<u>Percent Gain of U. S.</u>
Per capita Income:	1930	308	624	49.4	
	1940	340	595	57.1	7.7
	1950	1017	1491	68.2	11.1
	1960	1609	2217	72.6	4.4
	1961	1639	2268	72.3	0.7
	1962	1740	2367	73.5	1.2
	1963	1829	2448	74.7	1.2
	1964	1933	2550	75.8	1.1

Georgia's per capita income compared with U. S. per capita income has risen steadily in the last thirty-four years from less than half to more than three-fourths.

Education

Georgia spends annually a larger proportion of its state personal income on education than the national average. During the 1959-60 school year, for example, 3.3 percent of the State's personal income was spent on education compared to the national average of 3.1 percent.

Although significant improvements have been made, Georgia's position in education continues to be weak relative to national norms.

In 1960, the median school years completed by persons 25 years old or older was 10.6 for the nation. In Georgia, the median was 9.0 years--ranking 42nd among the nation's 50 states. Georgia also ranks low by another comparison. Nearly 18 percent of the State's population 25 years old or older had less than five years of schooling in 1960, compared to the U. S. average of only 8.3 percent. By this standard Georgia ranked 47th nationally.

At the college level, 6.2 percent of Georgia's population 25 years old or older had at least four years of college in 1960 compared to 7.7 percent nationally. College enrollment in Georgia during the 1960-61 school year was 50,200, about 22 percent of its college age population. If Georgia had achieved the national average of 39 percent, its college enrollment would have been 90,865.

Except in the agricultural sciences, Georgia has a very small proportion of the nation's scientific and technical personnel. Information presented in the National Register of Scientific and Technical Personnel, 1962, revealed that Georgia with 2.2 percent of the nation's population contained only 1.0 percent of the nation's scientific and technical personnel therein listed --2,025 of the nation's 20,292.

Georgia maintains a sizable effort in vocational-technical training programs. However, many areas of the State are not yet being served by types of programs for which there is current demand. Trends in expenditures and enrollments in vocational programs are generally moving

in the same direction as projected job opportunity trends--a decreasing percentage for agriculture, an increase for industrial training.

COMMUNITY PROBLEMS ACCENTUATED BY CHANGE

As Georgia had become increasingly urbanized, community problems occasioned by lack of education and inadequate continuing education for adults have become intensified. As urban areas have grown needs for improved facilities of a community nature (social services, health services, local government services, transportation, etc.) have frequently been inadequately met. Rural areas depopulated by change have suffered loss of employment opportunities, loss of local leadership, and have often become pockets of poverty.

The demands of industrial growth and technological development frequently go unmet because of lack of trained and skilled manpower. Adjustments of individuals and families to urban conditions are difficult. The lack of know-how and of experience in community action further retard progress. The quality of living does not keep pace with improved economic conditions. Public agencies are slow to adapt to change because of rigid, outmoded structures.

These and similar considerations led to the statement of a broad scope and general educational objectives to guide the proposed Community Continuing Education Service program.

SCOPE AND OBJECTIVES GUIDING THE PROGRAM

1. Occupational Competence

To meet community needs for educated man-power adequate to maintain and improve the quality and efficiency of agriculture; business and industry; health, welfare and medical services, governmental services, and education by

A - identifying educational deficiencies and providing programs for up-grading personnel with needed competence

B - providing educational programs to keep people abreast of pertinent new knowledge and developments in these occupational fields.

2. Community Development Competence

To meet community needs for developing leadership, problem-solving, and planning competencies of its citizens as they deal with community problems by providing

A - educational programs designed to develop such competencies

B - consultation service to groups dealing with community problems

C - relevant, up-to-date knowledge bearing on community problems

D - guidance in study and data-gathering procedures relevant to community problems

3. Civic Understanding

To meet community needs for knowledge and understanding of civic affairs as related to contemporary events and problems of the larger community of the state, nation, and world by providing educational programs dealing with

A - aspects of such underlying factors and related problems as population, automation, social and technological innovations,

economic development, conflicting ideologies, the rising aspirations of economically and culturally deprived peoples at home and abroad, and the like.

B - trends and problems related to the economy, government, education, communication, transportation, health and safety, family life, and the like.

4. Self-Realization

To meet the needs of people in communities for personal development by stimulating and providing opportunities

A - for direct experience with good music, art, drama, literature, and the like.

B - for participation as producers or performers in such fine, applied, and popular arts fields.

C - for participation in study and discussion groups dealing with philosophic, religious, cultural and historical topics, questions, issues and problems.

5. Human Relations

To meet the needs of people in communities to achieve the sensitivities, understanding, and skills involved in developing and maintaining good human relationships at both personal and intergroup levels by providing opportunities for study, problem analysis, and practice.

6. Family Life

To meet the needs of people in communities to improve the quality of family life by providing educational experiences dealing with such aspects of home and family life as

A - family roles and relationships,

B - consumer understanding and skills,

C - housing and equipment

D - household skills,

E - family protection.

7. Health

A - To meet the needs of communities for improved understanding of health problems and needs.

B - To inform individuals and groups of new developments and ways of improving and maintaining individual health and healthful community conditions.

C - To promote professional growth of those engaged in health occupations.

ADDENDUM NO. 2

National, State, and University of Georgia Committees and Officials
with Responsibilities for the TITLE I Program

NATIONAL

National Advisory Council appointed by President Johnson

Terms expiring June 30, 1967:

Dr. Edward L. Keller, Vice President for Public Affairs, The
Pennsylvania State University

Dr. Thurman J. White, Dean, College of Continuing Education,
University of Oklahoma

Rev. William P. Haas, O.P., President, Providence College

Dr. John Hove, Professor of English, University of North Dakota

Terms expiring June 30, 1968:

Dr. Cyril O. Houle, Professor of Education, University of Chicago

Ivan Allen, Mayor of Atlanta, Georgia

Dr. William J. Tudor, Special Assistant for Federal Legislation and
Public Relations, Student and Area Services
Southern Illinois University

Maria Urquides, Dean of Girls, Pueblo High School, Tucson, Arizona

Terms expiring June 30, 1969:

Dr. Fred H. Harrington, President, University of Wisconsin

Patrick Healy, Executive Director, National League of Cities,
Washington, D. C.

Amanda Wilkins (Mrs. Roy), Director of Community Relations, New
York City Department of Welfare

Dorothy Ford (Mrs. Clyde), former President, National Federation
of Business and Professional Women,
Sherman Oaks, California

Government Members of the Advisory Council are:

Harold Howe II, Commissioner of Education, who will act as chairman

Department of Agriculture

Mr. George L. Mehren

Assistant Secretary

Department of Commerce

Dr. Benjamin Chinitz

Consultant to the Assistant Secretary for Economic Development

Department of Defense

Mr. Ben M. Zeff

Deputy Director for Education Programs

Department of Housing and Urban Development

Dr. Morton J. Schussheim

Assistant Administrator for Program Policy

Department of Labor

Dr. Curtis Aller

Associate Manpower Administrator for Policy, Evaluation and Research

Department of Interior

Mr. Robert Vaughan

Deputy Assistant Secretary for Public Land Management

Department of State

Mr. David L. Osborn

Deputy Assistant Secretary for Educational and Cultural Affairs

Office of Economic Opportunity

Mr. Lisle C. Carter, Jr.

Assistant Director for Interagency Relations

Small Business Administration

Mr. Irving Maness

Deputy Administrator for Procurement and Management Assistance

USHEW Official Responsible for the Administration of Title I of the Higher Education Act of 1965

Dr. Jules O. Pagano, Director, Division of Adult Education Program,
U. S. Office of Education

5/3/66

STATE

Georgia State Advisory Council appointed by Governor SandersHigher Education Representatives:

Dr. George L. Simpson, Jr., Chancellor
University System of Georgia

Mr. John I. Spooner, Chairman of Committee on Extension and Service Affairs
Board of Regents
University System of Georgia

Dr. Rufus E. Clement, President
Atlanta University

Dr. Sanford S. Atwood, President
Emory University

Representatives from Related Departments of State Government:

Mr. Jack P. Nix, Superintendent of Schools
State Department of Education

Mrs. Bruce Schaefer, Director
Department of Family and Childrens Services

Dr. John Venable, Director
Department of Health

Mr. James H. Nutter, Jr., Director
Department of Industry and Trade

General Citizenship Representation:

Mr. Roswell Hair,
Beuna Vista, Georgia

Mrs. Chester E. Martin
Atlanta, Georgia

Mr. W. H. Montague
Atlanta, Georgia

Mr. Lamar Plunkett
Bremen, Georgia

5/3/66

DESIGNATED STATE AGENCY
THE UNIVERSITY OF GEORGIA

Over-all Administrative Responsibility for Development of the Plan

Mr. J. W. Fanning, Vice President, Services

Planning Committee

Mr. T. W. Mahler, Chairman
Associate Director, Instructional Services
Georgia Center for Continuing Education

Dr. Galen N. Drewry, Director
Institute of Higher Education

Dr. W. H. Hale, Jr.
Associate Director, Communications Services
Georgia Center for Continuing Education

Mr. Harold Holtz
Institute of Government-
Georgia Center for Continuing Education

Dr. William B. Keeling, Director
Bureau of Business and Economic Research

Dr. Jack Lancaster, Head
Extension Training
Agricultural Extension Service

Dr. E. E. Melvin, Secretary of Committee
Associate Director
Institute of Community and Area Development

Dr. Doyne M. Smith, Director
Bureau of Educational Studies and Field Services
College of Education

Dr. Emeliza Swain
College of Education

Consultants

Dr. Frederick L. Bates
College of Arts & Sciences

5/3/66

Consultants (continued)

Dr. Ben Cooper
School of Pharmacy

Mr. Norman Crandall
School of Law

Dr. Carl T. Eakin
College of Business Administration

Mr. L. W. Eberhardt, Jr., Director
Agricultural Extension Service

Dean Gerald B. Huff
Graduate School

Dr. John T. Mercer
School of Veterinary Medicine

Dr. Frazier Moore
School of Journalism

Miss Elsie Nesbit
School of Social Work

Professor Archie E. Patterson
School of Forestry

Dean Mary Speirs
School of Home Economics

Dean J. A. Williams
College of Education

5/3/66

ADDENDUM NO. 3

LIST OF ELIGIBLE INSTITUTIONS FOR INVITATION TO PARTICIPATE
IN PROGRAM UNDER TITLE I OF THE HIGHER EDUCATION ACT

(Accredited by organizations designated by the Commissioner of Education as nationally recognized accrediting agencies and associations)

<u>College</u>	<u>Address</u>	<u>Name of President</u>
Abraham Baldwin Agricultural College	Tifton, Georgia 31794	J. Clyde Driggers
Agnes Scott College	Decatur, Georgia 30030	Wallace M. Alston
Albany State College	Albany, Georgia 31705	Thomas Miller Jenkins
Andrew College	Cuthbert, Georgia 31740	George W. Gambill
Armstrong State College of Savannah	Savannah, Georgia 31402	Henry L. Ashmore
Atlanta University	Atlanta, Georgia 30314	Rufus E. Clement
Augusta College	Augusta, Georgia 30904	Gerald B. Robins
Berry College	Mount Berry, Georgia 30149	John R. Bertrand
Brenau College	Gainesville, Georgia 30501	Josiah Crudup
Brewton-Parker College	Mount Vernon, Georgia 30445	J. Theodore Phillips
Clark College	Atlanta, Georgia 30314	Vivian Wilson Henderson
Columbus College	Columbus, Georgia 31907	Thomas Y. Whitley
Emory University	Atlanta, Georgia 30322	Sanford S. Atwood

5/3/66

<u>College</u>	<u>Address</u>	<u>Name of President</u>
Fort Valley State College	Fort Valley, Georgia 31030	C. V. Troup
Georgia Institute of Technology	Atlanta, Georgia 30332	Edwin D. Harrison
The Southern Technical Institute	Marietta, Georgia 30060	H. L. McClure, Director
Georgia Military College	Milledgeville, Georgia 31061	R. A. Thorne
Georgia Southern College	Statesboro, Georgia 30459	Zach S. Henderson
Georgia Southwestern College	Americus, Georgia 31709	William B. King
Georgia State College	33 Gilmer Street, S.E. Atlanta, Georgia 30303	Noah Langdale, Jr.
Gordon Military College	Barnesville, Georgia 30204	Woodrow Light
La Grange College	La Grange, Georgia 30240	Waights G. Henry, Jr.
Medical College of Georgia	Augusta, Georgia 30902	Harry B. O'Rear
Mercer University	Macon, Georgia 31207	Rufus Carrollton Harris
Middle Georgia College	Cochran, Georgia 31014	Louis C. Alderman, Jr.
Morehouse College	Atlanta, Georgia 30314	Benjamin E. Mays
Morris Brown College	Atlanta, Georgia 30314	John A. Middleton
Norman College	Norman Park, Georgia 31771	Guy N. Atkinson
North Georgia College	Dahlonega, Georgia 30533	Merritt E. Hoag

3.

<u>College</u>	<u>Address</u>	<u>Name of President</u>
Oglethorpe University	Atlanta, Georgia 30319	Paul R. Beall
Paine College	Augusta, Georgia 30901	Eugene Clayton Calhoun
Reinhardt College	Waleska, Georgia 30183	J. R. Burgess, Jr.
Savannah State College	State College Branch Savannah, Georgia 31400	Howard Jordan
Shorter College	Rome, Georgia 30161	Randall H. Minor
South Georgia College	Douglas, Georgia 31533	Pope O. Duncan
Southern Technical Institute	(See Georgia Institute of Technology)	
Spelman College	Atlanta, Georgia 30314	Albert E. Manley
Tift College	Forsyth, Georgia 31029	Carey T. Vinzant
Toccoa Falls Institute, Inc.	Toccoa Falls, Georgia 30577	Julian A. Bandy
University of Georgia	Athens, Georgia 30602	Omer Clyde Aderhold
Valdosta State College	Valdosta, Georgia 30601	J. Ralph Thaxton
Wesleyan College	Macon, Georgia 31201	W. Earl Strickland
West Georgia College	Carrollton, Georgia 30117	James E. Boyd
Woman's College of Georgia, The	Milledgeville, Georgia 31061	Robert E. Lee
Young Harris College	Young Harris, Georgia 30582	Raymond A. Cook

Community Junior Colleges recently established and those scheduled for commencing operations in 1966-67

<u>College</u>	<u>Address</u>	<u>Name of President</u>
Albany Junior College	Albany, Georgia	B. R. Tilley
Brunswick Junior College	Brunswick, Georgia	Earl Hargett
Gainesville Junior College	Gainesville, Georgia	Hugh Mills
Kennesaw Junior College	Marietta, Georgia	Horace Sturgis

University of Georgia Off-Campus Centers

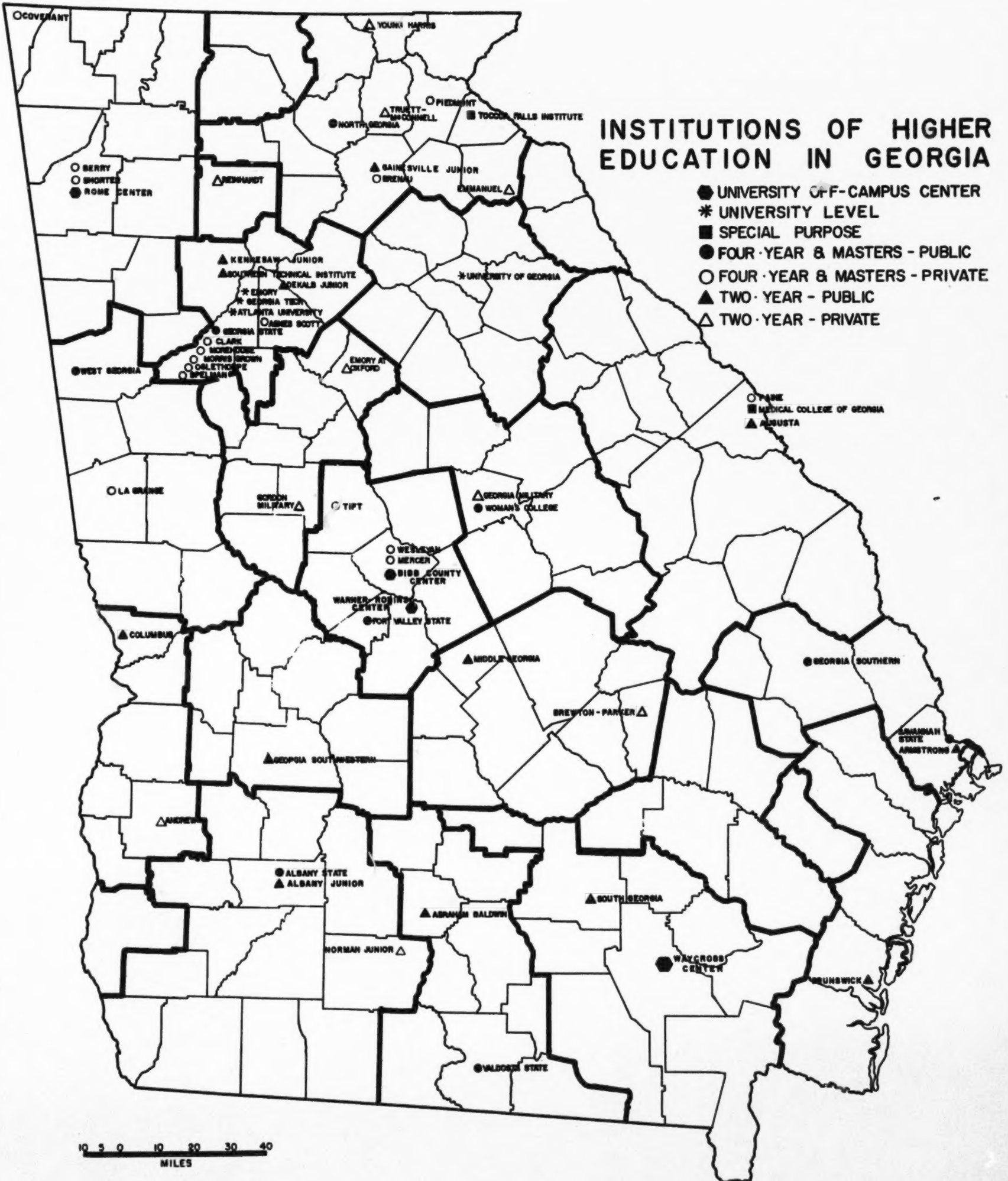
<u>Center</u>	<u>Address</u>	<u>University Representative</u>
Bibb County Center	1062 Forsyth Street Macon, Georgia 31200	Dr. W. C. Whitley
Rome Center	P. O. Box 562 Rome, Georgia 30161	Mrs. Lillian D. Jackson
Warner Robins Center	P. O. Drawer 1080 Warner Robins, Georgia 31093	Mr. Austin J. Kemp
Waycross Center	1007 Mary Street Waycross, Georgia	Mr. Robert H. Hartley

Off-Campus Branch of Emory University

Emory-at-Oxford	Oxford, Georgia 30267	Dean V. Y. C. Eady
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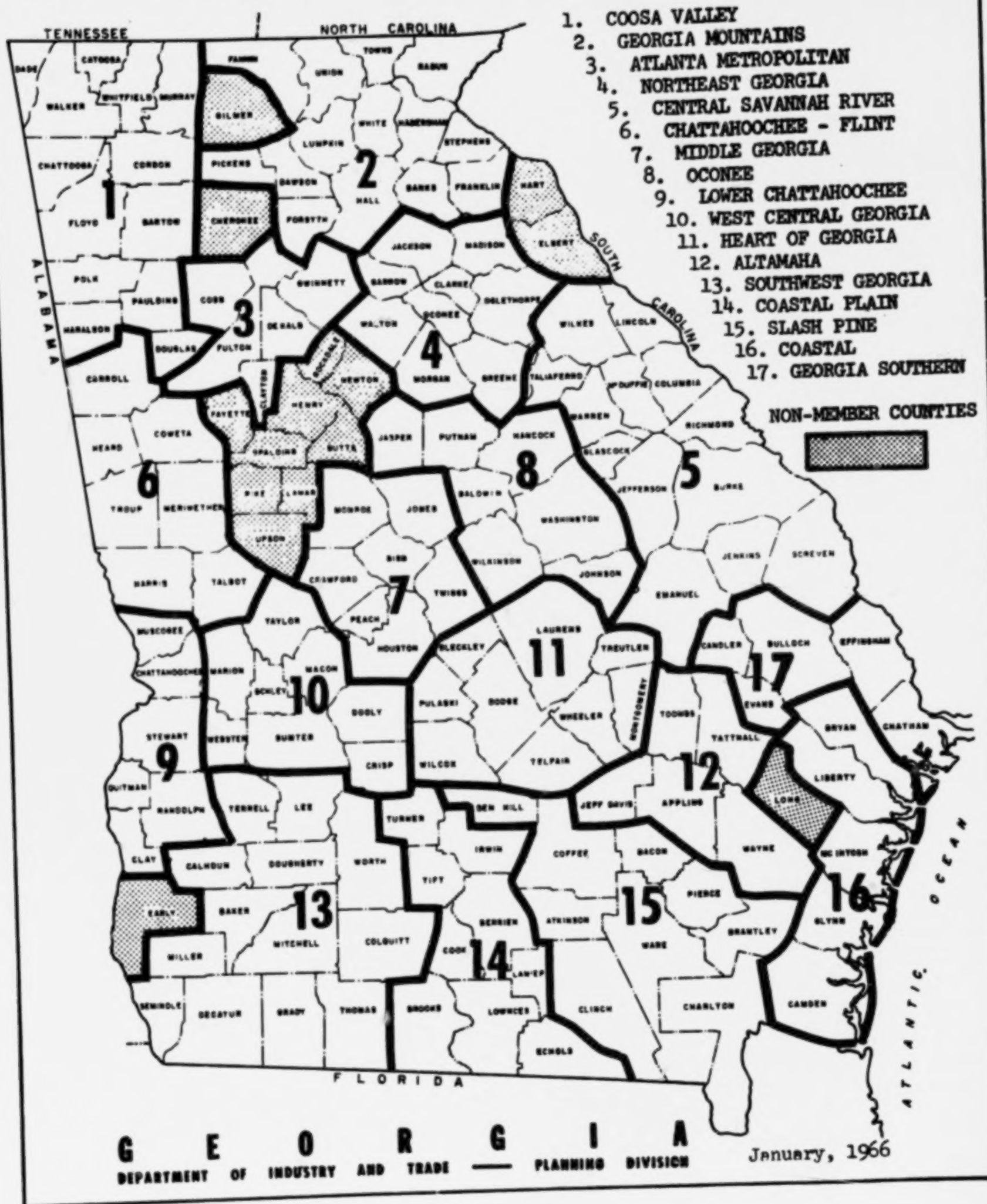
INSTITUTIONS OF HIGHER EDUCATION IN GEORGIA

- UNIVERSITY OFF-CAMPUS CENTER
- * UNIVERSITY LEVEL
- SPECIAL PURPOSE
- FOUR-YEAR & MASTERS - PUBLIC
- FOUR-YEAR & MASTERS - PRIVATE
- ▲ TWO-YEAR - PUBLIC
- △ TWO-YEAR - PRIVATE



ADDENDUM NO. 4

AREA PLANNING AND DEVELOPMENT COMMISSIONS



ADDENDUM NO. 5

DOMESTIC SERVICE	
Check the class of service desired; otherwise this message will be sent as a fast telegram	
TELEGRAM	☐
DAY LETTER	☐
NIGHT LETTER	☐

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WESTERN UNION TELEGRAM

1206 (4-55)

W. P. MARSHALL, PRESIDENT

INTERNATIONAL SERVICE	
Check the class of service desired; otherwise the message will be sent at the full rate	
FULL RATE	☐
LETTER TELEGRAM	☐
SHORE SHIP	☐

NO. WDS.-CL. OF SVC.	PD. OR COLL.	CASH NO.	CHARGE TO THE ACCOUNT OF	TIME FILED
			542-1214	June 15, 1966

Send the following message, subject to the terms on back hereof, which are hereby agreed to

**MR. JULES PAGANO, DIRECTOR
DIVISION OF ADULT EDUCATION PROGRAMS
U.S. OFFICE OF EDUCATION
WASHINGTON, D. C.**

**cc: Mr. J. W. Fanning
Mr. T. W. Mahler**

CLARIFICATION OF GEORGIA STATE PLAN: ADDENDUM NO. 5

ITEM 1, REFERENCE SECTION 2.0, PAGE 2.

- a. The official who will have custody of Title I funds is
John L. Green, Jr., Comptroller of The University of Georgia.
- b. The official having authority to authorize expenditures under the State Plan is
J. W. Fanning, Vice President for Services, The University of Georgia

ITEM 2, REFERENCE PAGE 40e

Delete indirect costs from administrative budget.

**O. C. ADERHOLD, PRESIDENT
THE UNIVERSITY OF GEORGIA**

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OCT 18 1967
CONTINUING EDUCATION